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ABSTRACT

This annotated bibliography cites 20 sources, including presentations of theory, analyses of need, and outlines of specific programs. Sensitivity training, individualized training, field training, networking, and human relations are among the concepts presented. The need for the rejuvenation of administrator training emerges as a connecting theme. (DW)

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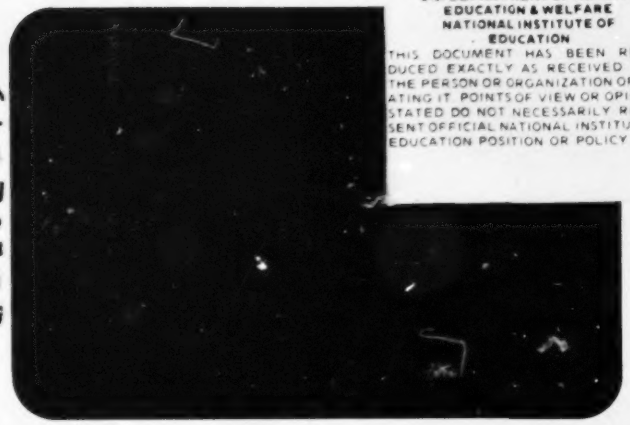

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The Best of ERIC presents annotations of ERIC literature on important topics in educational management.

The selections are intended to give the practicing educator easy access to the most significant and useful information available from ERIC. Because of space limitations, the items listed should be viewed as representative, rather than exhaustive, of literature meeting those criteria.

Materials were selected for inclusion from the ERIC catalogs *Resources in Education (RIE)* and *Current Index to Journals in Education (CIJE).*

This bibliography was prepared by the ERIC Clearinghouse on Educational Management for distribution by the Association of California School Administrators.

Administrative Staff Development

Achilles, Charles M., and Hughes, Larry W. "The Paired Administrator Team Concept: A Promising Administrator Training Model." *Planning and Changing,* 3, 2 (July 1972), pp. 45-50. EJ 064 505.

Achilles and Hughes give a clear and concise explanation of the paired-administrator-team preparation plan developed at the University of Tennessee. The plan involves a university, a school district, an administrator trainee, and an experienced administrator. The district selects a trainee and teams him with an administrator. Both the trainee and the administrator spend time at the university taking classes and in the district working. The administrator acts as an intern supervisor for the trainee.

Under this plan the experienced administrator uses his time at the university to do advanced work and to study district problems. When the program is complete, the district has a well-trained new administrator, an experienced administrator who has had a chance to take a fresh look at the district's problems, and a two-man team that can work together on a school's problems.

Birnbaum, Max. "Sense about Sensitivity Training." *The National Elementary Principal,* 50, 6 (May 1971), pp. 52-58. EJ 039 482.

In this exceptional article, Birnbaum, as the title indicates, makes sense about sensitivity training. Although it appears in an elementary-level journal, the article applies to sensitivity training in education at all levels.

Birnbaum readily acknowledges that the skills obtainable from sensitivity training can be of great use in education; but he is fearful that unqualified or overenthusiastic supporters will discredit the techniques. Out of this concern he has written about the historical development of sensitivity training, the various kinds of training (organizational development, encounter groups, confrontation sessions, nonverbal exercises, and the like) available, the troubles that can arise if the training is not done under well-trained leaders and appropriate conditions, and the values that can come out of sensitivity training if it is done properly. Birnbaum repeatedly stresses the distinction between training that is done for individual development and that done for group development.

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Brainard, Edward. "Individualizing Administrator Inservice Education." *Thrust for Education Leadership,* 2, 5 (April 1973), pp. 29-33. EJ 076 414.

The program Brainard describes is unusual in its emphasis on the near self-sufficiency of the district and on the practical outcomes of the training. Under a general outline, which is in operation in 15 states, a group of district administrators develop the specifics of the program. Usually administrators are called on to learn new skills and then to demonstrate those skills in the performance of a project. Although an outside consultant is used, the direction, counseling, and guidance are mostly provided by other administrators in the district. A method the administrator can use to evaluate his performance is also discussed.

The article is so compressed it is nearly cryptic. Brainard does, however, provide the address of a foundation from which additional information can be obtained.

Brown, Charles E. "The Principal as Learner." *The National Elementary Principal,* 53, 5 (July/August 1974), pp. 19-23. EJ 102 546.

Brown examines why inservice education is important and why the need for good inservice programs has not been met, before he moves to his outline of possible sources of help. He mentions specific programs that have been established in districts, universities, and state departments, but he emphasizes the creation of new institutions that would have the characteristics he thinks most desirable.

It is not within the reach of principals to create new institutions, but Brown's list of desired characteristics includes a number that could either be adapted for less ambitious programs or be used as indicators of quality for existing programs. Brown's ideal program is like networking in that it acknowledges that principals are a good resource for other principals. He emphasizes that the program should be learning centered rather than training centered.

Cronin, Joseph M., and Horoschak, Peter P. *Innovative Strategies in Field Experiences for Preparing Educational Administrators.* ERIC/CEM-UCEA Series on Administrator Preparation. Eugene, and Columbus: ERIC Clearinghouse on Educational Management, University of Oregon; and The University Council for Educational Administration, The Ohio State University, 1973. 49 pages. ED 082 271 MF $0.75 HC $1.85. (Also available from The University Council for Educational Administration, 29 West Woodruff Avenue, Columbus, Ohio 43210. $2.00, quantity discounts.)

Although it is not specifically about inservice training, this monograph's discussion of innovative university-related field

experiences has some application to inservice training. As the authors note, though field services have traditionally been established primarily for the benefit of the students, more innovative methods also attempt to further knowledge and to benefit the district in which the experience is conducted. It would seem that the innovative approaches to field training (surveys of educational systems, human relations-organizational development model, clinical and political action approaches, and situational analysis in faculty-student research) could be adapted to inservice programs.

Curtis, William H., and others. *The Further Development of the Conceptual Model and Operational Dimensions of the AASA National Academy for School Executives. Final Report.* Washington, D.C.: American Association of School Administrators, 1972. 233 pages. ED 064 809 MF $0.75 HC $11.46.

This report is of interest not only for its insight into the planning for the academy but for its demonstration of what is involved in the planning for an extensive continuing education program. Others are unlikely to be planning on such a large scale, but much can be learned from looking at the individual planning aspects, such as needs assessment, resource identification, goal preparation, program priority determination, and the like, that should be part of any program development.

Farquhar, Robin H., and Piele, Philip K. *Preparing Educational Leaders: A Review of Recent Literature.* ERIC/CEM-UCEA Series on Administrator Preparation. Eugene, and Columbus: ERIC Clearinghouse on Educational Management, University of Oregon; and The University Council for Educational Administration, The Ohio State University, 1972. 71 pages. ED 069 014 MF $0.75 HC $3.15. (Also available from The University Council for Educational Administration, 29 West Woodruff Avenue, Columbus, Ohio 43210. $2.00, quantity discounts.)

This is the leadoff monograph for a UCEA series on the preparation of educational leaders. For this reason it includes references to much more than inservice/staff development. It is a comprehensive and well-researched volume that can serve as an introduction to the current thinking on all aspects of administrator preparation programs. The chapter on continuing education anticipates the Lutz and Ferrante monograph cited elsewhere.

Gallo, Vincent A. *Should We Abolish or Retain the Principalship?* Eugene, Oregon: Oregon School Study Council, College of Education, University of Oregon, 1970. 14 pages. ED 081 076 MF $0.75 HC $1.50. (Also available from Oregon School Study Council, College of Education, University of Oregon, Eugene, Oregon 97403. $1.00.)

The title of this paper is somewhat misleading as Gallo's primary concern is creation of inservice training programs that would prepare principals to assume their primary function as educational leaders within the schools. Gallo argues convincingly for programs that meet his nine guidelines for practical inservice training.

He concludes that "unless our profession (a) formulates guidelines for inservice education of career administrators, (b) establishes a hierarchical order of function for the role of the principalship, (c) develops a clearinghouse system for identification of innovative programs, and (d) comes to grips with the political realities of the movement within education to abolish or circumvent the principalship, change will occur—possibly strong enough and persuasive enough to abolish the building principalship."

Gaskell, William G. *The Development of a Leadership Training Process for Principals. Final Report.* Ellensburg, Washington: Central Washington State College, 1973. 59 pages. ED 074 615 MF $0.75 HC $3.15.

Within the stifling final report format is an exciting idea. Gaskell tells about the Cooperative Washington Education Center Project in which 10 selected principals (six elementary and four secondary) worked with project people to create an inservice program that took into consideration the common skills and experiences of the principals. At meetings the principals were introduced to organization development skills. Then they went back to their schools to try out the materials and concepts to see what they could learn. After this procedure had been followed several times, the principals met to develop a training model.

The learning packages developed in the project deal with such topics as leading effective meetings, communicating with others, organization style, and establishing objectives. The packages are included in an extensive appendix.

Goodlad, John I. "Staff Development: The League Model." *Theory into Practice,* 11, 4 (October 1972), pp. 207-214. EJ 067 769.

The October and December 1972 issues of *Theory into Practice* are devoted entirely to the topic of staff development. Most of the models discussed are already in practice somewhere in the country. Like the programs, the articles range in quality, but, taken together, these two issues make up a thorough discussion of what was happening in staff development in 1972.

Goodlad's scholarly article is somewhat abstract, but understandably so, since he is trying to establish the theoretical reasons why the school, rather than the individual principal or teacher, should be taken as the basic unit of improvement.

The model Goodlad presents was developed by the League of Cooperating Schools in California. It is a collaborative model that seeks to create a network of schools, each of which is attempting to become "self-improving." The school network was developed to provide support for each school in its attempts to change and to create a process for change that is broader in impact than what could be established by schools in isolation.

Higley, Jerry. *Inservice Training for Staff and Administrators.* School Leadership Digest Series, Number Eight. ERIC/CEM Research Analysis Series, Number Ten. Washington, D.C.:

National Association of Elementary School Principals, 1974. 32 pages. ED (number not yet available) MF $0.75 HC $1.85. (Available as a series of 13 reports from National Association of Elementary School Principals, 1801 North Moore Street, Arlington, Virginia 22209 $24.00 plus postage; or from NAESP as an individual report, $2.50.)

Higley's paper is one of the most up-to-date and thorough sources on the inservice training of principals. The paper is particularly valuable because it not only presents an overview of the traditional and innovative programs that are in effect and proposed, but it discusses them in relation to the points of conflict that surround the training of principals.

Higley cites the general agreement on the need for inservice programs and then weighs the conflicts such as the disagreements over the nature of the principalship, over what should be in inservice programs, over how the program material should be presented, and over who can or should implement and coordinate the programs.

Lamb, Gene. "Programed Self-Renewal." *NASSP Bulletin*, 56, 362 (March 1972), pp. 84-87. EJ 052 819.

Lamb briefly describes a special inservice program operating with San Jose State College, the Santa Clara County Office of Education, and the regional Association of California School Administrators. It's a unique program in many ways. The participating administrator spends seven one-and-one-half day sessions on campus during the school year. The sessions attempt to further both personal and professional growth. The personal part includes a concern for maintaining and improving the participant's mental and physical health while the professional part includes consideration of such topics as relevance, technology, dissent, and interprogram relationships.

The brief discussion indicates that the program seems to hold a good deal of promise. The program is highly individualistic since the participants contract with a professor in establishing the performance criteria used in the program.

Lavin, Richard J., and Schuttenberg, Ernest M. *An Innovative Approach to Public School Staff Development. A Collaborative Mode.* Chelmsford, Massachusetts: Merrimack Education Center, 1972. 30 pages. ED 069 602 MF $0.75 HC $1.85.

The inservice program sponsored by the Merrimack Education Center is a collaborative program that involves 22 school districts, a university, and a community college. The program is directed by an inservice commission that conducts needs assessment studies and then works with all the schools to provide programs that meet the identified needs.

The description is brief but to the point. Appendixes contain examples of program materials that may be of interest.

Lutz, Frank W., and Ferrante, Reynolds. *Emergent Practices in the Continuing Education of School Administrators.* ERIC/CEM-UCEA Series on Administrator Preparation. Eugene, and Columbus: ERIC Clearinghouse on Educational Management, University of Oregon; and The University Council for Educational Administration, The Ohio State University, 1972. 55 pages. ED 069 015 MF $0.75 HC $3.15. (Also available from The University Council for Educational Administration, 29 West Woodruff Avenue, Columbus, Ohio 43210. $2.00, quantity discounts.)

Another in the ERIC/CEM-UCEA series on administrator preparation, this monograph is specifically designed to cover continuing preparation of administrators. It is a readily accessible and thorough discussion of preparation programs as they appear in the literature. The authors discuss the manner in which continuing education is carried out (for instance, through workshops and conventions) as well as the content of programs. Lutz and Ferrante go beyond a description of emerging practices to propose what they term a "comprehensive process" of inservice training.

Merrow, John; Foster, Richard; and Estes, Nolan. "Networking: A White Paper on the Preparation of School Administrators." *The National Elementary Principal*, 53, 5 (July/August 1974), pp. 8-18. EJ 102 545.

Networking is the authors' suggestion as a method of self-help to replace the "tried and failed" methods of inservice and preservice training. In networking a small group of principals meet for two to four days with a professional in group dynamics to work through the specific problems they face. The idea is to begin with the specific troubles of individual principals to learn how others cope with those problems and then to move toward a more conceptual understanding of their nature. This method can grow in that each participant can sponsor a networking session in his or her area.

The article is long and tends to meander as it critiques various other methods of training before it explains networking.

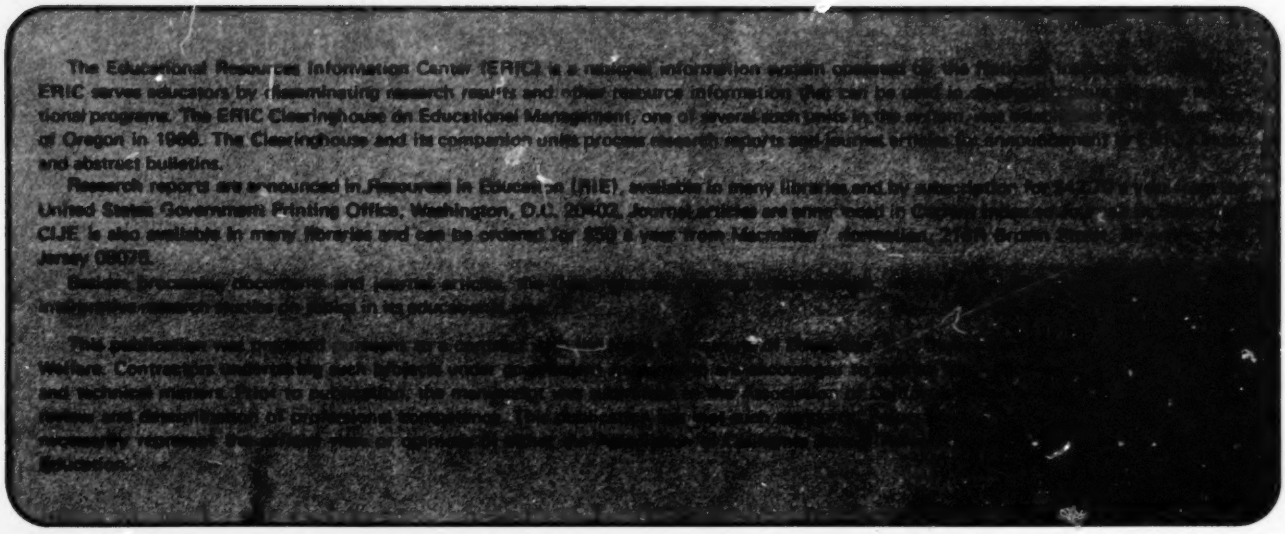
Mitchell, Donald P. *Leadership in Public Education Study: A Look at the Overlooked.* Washington, D.C.: Academy for Educational Development, Inc., 1972. 78 pages. ED 075 896 MF $0.75 HC $4.20. (Also available from Academy for Educational Development, Inc., 1424 Sixteenth Street NW, Washington, D.C. 20036. Single copies free.)

Mitchell reports on a rigorous, year-long study of the principalship. He gives a thorough and well-documented analysis of the sources of the problems with the principalship and then proposes a new inservice program to help solve those problems. The goal of the program is to provide new training for 1,000 principals each year in a federally sponsored program. His discussion of the program covers such questions as what should be investigated, how reforms can be implemented, what the organizational structure of the program should be, and what it would cost.

His information on the state of the principalship is particularly enlightening.

Pharis, William L. "Nine False Assumptions: A Critical View of Preparation Programs." *The National Elementary Principal*, 53, 5 (July/August 1974), pp. 26-28. EJ 102 548.

Pharis brings out nine assumptions that he views as underlying the preparation programs of most departments of



educational administration. These assumptions include some that would apply equally well to inservice programs: for instance, method is science, what is presented equals what the student learns, evaluation is education, education is evaluation, and creative administrators develop from passive learners.

The article is brief and much to the point. In his desire to shift the emphasis of programs from the needs of the trainers to the nature and needs of the learners, Pharis examines concerns that are quite applicable to inservice training.

Thomas, Terry A. "Human Relations Training for Elementary Principals." *The National Elementary Principal*, 50, 6 (May 1971), pp. 59-62. EJ 039 483.

This is a brief but significant report about a study conducted on a group of elementary principals who, along with other educators, underwent a five-day laboratory on interpersonal relations. Thomas wanted to find out what observable changes resulted from the laboratory and what effect those changes had on the climate of the principals' schools.

He found that the training session had accomplished a number of its objectives in that the principals' behavior did change, and those changes in behavior did affect the social-emotional climate of the schools.

In particular, the principals became more effective in facilitating group processes and in improving cooperative decision-making. As a result, staff morale improved and teachers seemed to be more satisfied with their jobs.

Wayson, William W. "A Proposal to Remake the Principalship." *The National Elementary Principal*, 54, 1 (September/October 1974), pp. 28-44. EJ 104 150.

A culmination of the Chautauqua series in *The National Elementary Principal*, this article does exactly what the title suggests: it offers a proposal for remaking the principalship. Wayson's article avoids the usual pitfalls of being too specific to be of general use or too abstract to be of specific use. His preliminary discussion shows that he is fully aware of the problems inherent in proposing large-scale reform and that he is equally conscious of the new perspectives from which the principal in the future must operate.

Wayson's proposal centers on an inservice program that would train principals and teacher-leaders in local buildings. From the local level the structure would expand to include agencies that form a regional network, which in turn is connected to a National Consortium for Developing School Leadership. The program would build on existing agencies and institutions where possible. Both its participants and its national faculty would be rigorously chosen to keep high standards necessary for the consortium to have a nationwide impact.

Wynn, Richard. *Unconventional Methods and Materials for Preparing Educational Administrators.* ERIC/CEM-UCEA Series on Administrator Preparation. Eugene, and Columbus: ERIC Clearinghouse on Educational Management, University of Oregon; and The University Council for Educational Administration, The Ohio State University, 1972. 77 pages. ED 069 013 MF $0.75 HC $4.20. (Also available from The University Council for Educational Administration, 29 West Woodruff Avenue, Columbus, Ohio 43210. $2.00, quantity discounts.)

This is yet another of the UCEA surveys. Again, this monograph in not specifically designed for staff development, though programs for inservice personnel are mentioned. However, the techniques and practices being developed for preservice training have application for inservice training, and this survey of techniques is a good introduction. Wynn has broken the current unconventional practices into five categories: laboratory training, case method, simulation, games, and independent study. His discussion of these categories is replete with examples.

Wynn's presentation of programs is balanced by his discussion of the problems of and prospects for the methods considered. The problems include such topics as adequacy of the conceptual system, replicability and transferability of learning, and the like. These questions provide a firm critical base from which to examine inservice and preservice programs of any kind.

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